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ABSTRACT

This report is intended to help parents understand the Delaware Student Testing Program (DSTP) and the reports generated by the testing program. In spring 1998, the Department of Education, in conjunction with Harcourt Educational Measurement, began its annual administration of the DSTP reading, writing, and mathematics tests for students in grades 3, 5, 8, and 10 to provide an accurate measure of how students are doing relative to Delaware's rigorous content standards. In spring 200 the science and social studies tests were administered in grades 8 and 11, and a version of these tests designed for grades 4 and 6 were administered in fall 2000. This guide contains the following sections: (1) "Introduction to the DSTP"; (2) "Understanding the English Language Arts Report"; (3) "Understanding the Mathematics Report"; (4) "Understanding the Science and Social Studies Report"; and (5) "Suggestions on How To Help Students Do Better in School." An appendix contains sample reports. (SLD)

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ED 455 268

Delaware Student Testing Program

A SCORE RESULTS GUIDE FOR PARENTS

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Prepared by the Assessment and Analysis Group
Assessment and Accountability Branch

Delaware Department of Education
Spring 2000

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Section I: Introduction to the DSTP

Delaware students must meet world-class standards if they are to be competitive and successful in a global economy. To prepare our students for their future, our schools must support rigorous standards and each of our teachers must set high expectations. Our students must also commit themselves to the achievement of excellence.

Any system that hopes to accomplish such ambitious goals must have a yardstick by which to measure its progress. For the past several years, Delaware educators have been developing the Delaware Student Testing Program (DSTP) that now serves as such a yardstick. The tests are tied to the Delaware content standards that define the knowledge and skills required for our students to succeed beyond high school. The results of the DSTP provide us with an understanding of how well we are preparing students to meet the many challenges that lie ahead. Whatever the results, Delaware students and educators will understand where we are so that we can tell how far we have to go. An honest assessment of where we are is the first step towards getting where we want to be.

In the Spring of 1998, the Department of Education, along with Harcourt Educational Measurement, began its annual administration of the DSTP reading, writing, and mathematics tests to students in grades 3, 5, 8, and 10 to provide us with an accurate measure of how well our students are doing relative to Delaware's rigorous content standards. In the spring of 2000, science and social studies tests were administered in grades 8 and 11. Science and social studies items will be administered in grades 4 and 6 in the fall, 2000.

Purpose of the test

The Delaware Student Testing Program is designed to:

- Serve as a measure of progress toward the Delaware content standards;
- Ensure that students can apply their academic skills to realistic, everyday problems;

- Promote better instruction and curriculum by providing timely reports of students' strengths and weaknesses;
- Ensure that students are formally provided with extra instruction when needed;
- Serve as a primary indicator in the statewide accountability system; and
- Help districts deal with the issue of who should and should not be promoted from grade to grade.

Questions and answers about the 2000 DSTP

What are "Standards"?

The standards are the result of several years of work by Delaware educators to determine what Delaware students should know and be able to do as a result of their education. The standards for English language arts (reading and writing), mathematics, science and social studies were approved by the State Board of Education in 1995. Since then, Delaware's standards have been widely recognized as among the best in the nation by publications such as *Time*, *Forbes*, and *Education Week*. Each teacher and each administrator in Delaware has a copy of the Standards.

What kind of information is tested in each part of DSTP?

Reading: Reading is assessed using literature that informs, entertains or explains how to perform a task. Students are asked to read passages and then demonstrate their ability to analyze and interpret what they have read by answering multiple choice, short answer, and extended response questions.

Because reading is fundamental to success in all areas of education, the reading test is especially important. ***The results of the spring 2000 reading test at grades 3, 5 and 8 will determine whether or not students will be required to have an Individual Improvement Plan (IIP) for the 2000-2001 school year.***

Writing: In this section of the test, writing is assessed in two ways. First, students are asked to provide a written response with a specific purpose and audience in mind. Second, students are asked to write a response to a question about a reading passage. This is done so students recognize that reading and writing are integrally connected.

Mathematics: The mathematics section assesses a student's ability to grasp key concepts and solve realistic problems. Multiple choice, short answer, and extended response questions are used to assess students' conceptual knowledge, procedural knowledge, and knowledge of mathematical processes across core areas such as computation, measurement, algebra, and geometry. Because the test is focused on reasoning and analysis, students are permitted to use calculators on some parts of the test. ***The results of the Spring 2000 mathematics test at grade 8 will determine whether or not students will be required to have an Individual Improvement Plan (IIP) for the 2000-2001 school year.***

Science: The science section assesses a student's ability to grasp key scientific principles and solve realistic problems. Multiple choice questions and short answer questions are used to assess students' conceptual knowledge, procedural knowledge, and knowledge of scientific principles across core areas such as ecology, diversity of

living things, life processes, dynamic systems, space, energy, properties of materials, and the nature and application of science and technology. The test is focused on reasoning and analysis.

Social Studies: The social studies section assesses a student's ability to grasp key concepts and apply this knowledge to everyday living within a diverse world, and within a democratic system. Multiple choice questions and short answer questions are used to assess students' conceptual knowledge and analytical abilities across core areas such as civics, economics, geography, and history. The test is focused on reasoning and analysis across core areas.

What are scaled scores and what is the advantage of using them?

The number of correct responses a student gives to test items is called a raw score. On the DSTP the reading and mathematics raw scores are converted to scaled scores by use of the Item Response Theory, Rasch Model process. This is a widely accepted scaling procedure used by testing companies. The primary purpose of converting raw scores to scaled scores is to aid in interpreting students' test results. The scaled scores on the DSTP allow comparison of the scores of a student over time from grade 3 to grade 5 to grade 8 to grade 10. This permits an examination of the student's growth over time. Scaling also permits the examination of other trends in performance of **groups of students** over time.

What are the scores and how are they going to be used?

There are four types of scores that are reported via written reports. The written reports include:

1. Individual student scores;
2. School scores;
3. District scores; and
4. State scores.

There are five types of reports available on the DSTP-OR intranet system (four like those on the written reports plus a special group report). Superintendents, principals, and registered teachers have access to the intranet.

Note that school district and state summary reports (these do not contain individual student scores) can be accessed by the public using the Department of Education website at: **www.doe.state.de.us/aab.**

Individual Student Scores:

The results are reported to parents and to schools so the indicators of the student's academic strengths and weaknesses can be seen. In turn, you and your student's teachers can begin to assist your student in meeting the content standards.

After the administration of the DSTP to Delaware students in the spring of 1999, the results were used to develop decision points for performance levels (see pages 13 and 15 for reading and writing, and pages 19 and 20 for mathematics.) A student receiving a score Well Below the Standard or Below the Standard in reading at grades 3, 5, and

8, and math at grade 8, will be required to have an Individual Improvement Plan (IIP) developed for the 2000-2001 school year. These plans will contain individual instructional needs in reading and in mathematics and what instructional interventions will be provided by the schools. Teachers, administrators, and parents will participate in the development of the IIP.

Classroom Scores:

The scores for each child in the teacher's classroom can be requested by the classroom teacher via her/his principal. These scores are available from the password protected intranet system, DSTP-OR. These reports can help the teachers in identifying common problems their students are having in the classroom so they can address them using class time and resources. The learning gaps can then be closed through classroom and individual instruction.

School Scores:

The results of student performance on the DSTP for the entire school can assist the principal in evaluating how the curriculum is functioning: What are the strengths of the curriculum? What are the weaknesses? What overall curriculum changes might be necessary to assist students in meeting the standards? The school scores can provide a signal to the principal that additional resources may be needed or reallocated to assist teachers in providing the necessary instruction.

District Scores:

The results of district-wide student performance on the DSTP allow the superintendent to identify strengths and weaknesses common to the schools in the district. This information permits the superintendent to examine district-wide curriculum that works, curriculum that needs adjustment, resource allocation, and/or any other adjustment that might be necessary.

Statewide Scores:

The results of the statewide scores permit the Department of Education and legislators in Delaware to monitor the collective progress of students toward meeting the Delaware content standards. It is anticipated that the statewide scores on the DSTP will increase for students as teachers and school administrators begin to identify strengths and weaknesses and to continue to work for changes to improve the educational process.

Reports

Written DSTP reports are distributed to parents and education administrators.

Reports sent to parents

Parents of students in grades 3, 5, 8, and 10 receive two reports:

1. The 2000 DELAWARE STUDENT TESTING PROGRAM English Language Arts Individual Report,

2. The 2000 DELAWARE STUDENT TESTING PROGRAM Mathematics Individual Report, and

Parents of students in grades 4, 6, 8, or 11 receive a third type of report:

3. The 2000 DELAWARE STUDENT TESTING PROGRAM Science and Social Studies Individual Report. Reports for 8th and 11th grade students will be sent in September of 2000, reports for 4th and 6th grade students will be sent in February 2001.

Reports available to teachers

If requested from the school principal, teachers may receive from the intranet DSTP-OR system reports of:

1. English language arts scores for each student in the class,
2. Mathematics scores for each student in the class, and/or
3. Science and social studies scores for each student in the class.

Reports sent to administrators

Schools

Each school receives up to three reports for each grade level tested:

1. For students in grades 3, 5, 8, and 10, the 1999 DELAWARE STUDENT TESTING PROGRAM English Language Arts Report for the School,
2. For students in grades 3, 5, 8, and 10, the 1999 DELAWARE STUDENT TESTING PROGRAM Mathematics Report for the School, and
3. For students in grades 4, 6, 8, and 11, the 2000 DELAWARE STUDENT TESTING PROGRAM Science and Social Studies School Report. (Reports for 8th and 11th grade students will be sent in September of 2000, reports for 4th and 6th grade students will be sent in February 2001.)

Districts:

Each district receives district-wide reports for each 3rd, 4th, 5th, 6th, 8th, 10th and 11th grade level tested:

1. For students in grades 3, 5, 8, and 10, the 1999 DELAWARE STUDENT TESTING PROGRAM English Language Arts Report for the District,
2. For students in grades 3, 5, 8, and 10, the 1999 DELAWARE STUDENT TESTING PROGRAM Mathematics Report for the District, and
3. For students in grades 4, 6, 8, and 11, the 2000 DELAWARE STUDENT TESTING PROGRAM Science and Social Studies District Report. (Reports for 8th and 11th grade students will be sent in September of 2000, reports for 4th and 6th grade students will be sent in February 2001.)

SECTION II: Understanding the English Language Arts Report

The score report you received contains six sections of information regarding student performance on reading and writing:

A. Grade, testing date and SAT9/Level and Form; and the date the SAT9 Norms were developed.

B. The reading scaled score for your **student** compared to other students at the **same grade level** in the school;
The average reading scaled score for the **school** (for students in the **same grade** as your student);
The average reading scaled score for the **district** (for students in the **same grade** as your student);
The average reading scaled score for the **State of Delaware** (for students in the **same grade** as your student);

C. The writing score of your **student** compared to other students at the **same grade level** in the school;
The average writing score for the **school** (for students at the **same grade** as your student);
The average writing score for the **district** (for students in the same grade as your student);
The average writing score for the **State of Delaware** (for students in the **same grade** as your student);

D. Your student's SAT9 percentile rank for reading;

E. Your student's Instructional Needs for reading and writing; and

F. Your student's Performance Level and score in reading and in writing.

Each section of the English Language Arts Individual Report is discussed separately.

A. Grade, Testing Date, SAT9 Level/Form and SAT9 Norms

This part of the score report provides general information about the administration of the test:

- The grade level of your student (03, 05, 08, or 10) is reported next to **Grade**.
- The date your student took this test is then listed.

SAT9 Level/Form and Norms

Following the test date is the SAT9 **Level/Form**. The SAT9 is an acronym for the *Stanford Achievement Test-Ninth Edition*. The SAT9 is a standardized, nationally administered test. To create the national norms for the SAT9, it was administered to a representative sample from 225,000 to 250,000 students nationwide. Their score results are referred to as national norms, or more usually, "norms". The norms become a reference point against which to compare the performance of any student who then takes the SAT9. The norms for this test were developed in 1995.

B. Score Comparisons of Grade Tested: Reading

This section contains score comparisons of your student's reading score against all of the students in the school at the **same grade** who took the test. Your student's score is found on the line between the lowest scale score listed on the left-hand side of the line and the maximum scale score on the right. Remember that your student is being compared with other students in the school at the **same grade** who took the test. You can also compare your student's performance to the performance of all same grade students in the district and in the state.

If you have students at different grade levels, you will see that grade levels have different scale values. For tenth grade students, the scale listed ranges from 250 to 800; for eighth grade students, it ranges from 225 to 775; for fifth grade students, it ranges from 175 to 700; and for third grade students, it ranges from 150 to 675. It is expected that older students will perform at a higher level than younger students.

The Individual Student's Score

In this section you can see how well your student is performing, as compared to all the students in the same grade in the school who took the test, by locating the position of your students' score on the scale relative to the position of the score for all students who took the test at the **same grade** level in the school. You can also compare your student's performance to the performance of all same grade students in the district and in the state.

The School's Score

Also, you can see how all the students in your school are performing on reading compared to all the students in the district who took the test at that grade level by examining the position of the school's score on the scale relative to the district's score. You can also compare the school's score to the performance of all same grade students in the state.

The District's Score

Also, you can see how all the students in your school district are performing on reading compared to all the Delaware students who took the test at the same grade level by examining the position of the district's score on the scale relative to the state's score. Remember that these scores reflect performance of all district students in the **same grade** as your student.

The State of Delaware's Score

In addition, you can see how all the students who took the test in the State of Delaware are performing on reading by examining the position of the state's score on the scale. Remember that these scores reflect the performance of all students in the **same grade** as your student.

C. Score Comparisons of Grade Tested: Writing

This section contains score comparisons of your student's writing score against students who took the test in the school, in the district, and in the State of Delaware. This score is the total points your student received on two writing prompts. The first prompt is based on a reading passage and is called a text-based writing prompt; that is, students must read a passage and then answer a question and write about what they read. They have approximately 30 minutes to do this.

The second prompt stands by itself. Students respond to a few sentences that prompt them to write about a topic or an issue. Students have 2 hours to respond to this prompt. The text-based prompt is scored by one judge, the stand-alone prompt is scored by two judges, and the total writing Score is the combination of all three scores. A maximum of 5 points and a minimum of 1 point can be awarded by each judge, thus the maximum score is 15 (5+5+5) and the minimum score is 3 (1+1+1). The student's writing score is found on the line between the 3 to 15 scale.

The Individual Student's Score

In this section you can see how well your student is performing in writing as compared to all the students in the same grade in the school by locating the position of your student's score on the scale. Remember that your student is being compared with other students at the **same grade level** in the school who took the test. You can also compare your student's performance to the performance of all same grade students in the district and in the state.

The School's Score

Also, you can see how all the students in your school are performing on writing compared to all the students in the district who took the test by examining the position of the school's score on the scale. Remember that these scores reflect performance of students in the **same grade** as your student. You can also compare the school's score to the performance of all same grade students in the state.

The District's Score

Also, you can see how all the students in your school district are performing on writing compared to all the Delaware students who took the test by examining the position of the district's score on the scale. Remember that these scores reflect the performance of all district students in the **same grade** as your student.

The State of Delaware's Score

In addition, you can see how all the students who took the test in the State of Delaware are performing on writing by examining the position of the state's score on the scale. Remember that these scores reflect the performance of all district students in the **same grade** as your student.

D. A Student's Percentile Rank for Reading

SAT9

The percentile rank for reading is obtained from the abbreviated form of the SAT9 that is embedded in the DSTP. The SAT9 is the timed portion of the DSTP and is included for several reasons:

- It allows comparisons of the reading performance of Delaware students on a nationally used standardized test, thus permitting the comparison of student performance on general reading proficiency to other students across the United States.
- A subset of the SAT9 items are directly related to the Delaware Reading Standards and are a part of the DSTP score.
- The embedded SAT9 items permit the important and efficient psychometric process of equating and scaling the DSTP from one administration of the test to subsequent administrations of the test.

Percentile Rank

A percentile rank is a way of looking at how well your student performed on the SAT9 reading test relative to all the same grade students in the national norms. Percentile rank gives you the additional information as to what percentage of **same grade** students in the norms scored higher or lower than your student. For example, if your student had a reading percentile rank of 91, it means that 91 percent of the students in

the national norms scored **below** your student and only 9 percent scored **at or higher**. If your student had a reading percentile rank of 54, it means that 54 percent of the students in the national norms scored **below** your student and that 46 percent scored **at or higher** than your student. If your student had a percentile rank of 29, it means that 29 percent of students in the national norms scored **below** your student and that 71 percent scored **at or higher**.

In some cases a student might score higher or lower on the SAT9 reading test than on the DSTP reading test. It must be kept in mind that a student's SAT9 percentile rank score cannot be directly compared to the relative scale position of the DSTP reading test score. There are several reasons why these scores are non-comparable:

- The SAT9 reading test is not directly aligned with Delaware reading content standards. A portion of the SAT9 reading test is related to the reading content standards and is included in the DSTP score, whereas the DSTP reading test is **completely aligned** with the English language arts content standards.
- The SAT9 is entirely comprised of multiple choice items, whereas the DSTP is comprised of multiple choice, short answer, and extended response items. Writing short answers and extended responses requires very different skills than selecting the answer on a multiple choice item. Because the items on the SAT9 and the DSTP reading test are very different in format (multiple choice vs. multiple choice, short answer, and extended response), they measure very different aspects of reading and their results cannot be directly compared.
    - The score for the DSTP reading test is based on a substantially larger number of test items than the score for the SAT9 reading test. This means that the DSTP reading test samples a larger portion of the student's reading skills as defined by the English language arts content standards than does the SAT9.

E. Instructional Needs: Reading and Writing

This section of the report provides feedback that depends on what items your student answered correctly and incorrectly, and/or how the items were answered. For that reason, each student's report will likely differ from another student's report.

Reading

In reading, comments are produced depending on the kind of items a student can and cannot answer. For example, if a student answered incorrectly a series of open-ended reading items that needed more details, a comment would be produced suggesting that the student work on "producing enough details to answer open-ended questions." Likewise, if items that measured the student's ability to understand the central ideas in a piece of text are answered incorrectly, a comment would be produced stating that the student needed to work on "understanding the central ideas in a text."

The instructional needs comments provide the student, the parent, and the teacher with information about the areas in which the child needs to improve performance. It would be useful to meet with your student's teacher about how you and the teacher might assist your student in improving any reading weaknesses.

Writing

In writing, a cluster of comments is produced (triggered) according to a student's "average" performance score across two writing prompts. Triggering the cluster of comments in this way allows us to create a hierarchy of comments that will help push all students towards the upper end of the state writing rubric (scoring guide), and thus toward the state standards for writing.

It should be noted that the comments on the Instructional Needs in writing:

- reflect the Delaware content standards for writing;
- provide parents with information regarding their student's strengths and weaknesses in writing;
- were developed to help teachers examine the instructional needs of their students;
- occur in "clusters" as opposed to individual comments to better reflect the integrated nature of the writing rubric (scoring guide) and the Delaware writing standards.

The writing standards support four broadly stated clusters of comments that relate to writing. The clusters are hierarchical in nature, that is, Cluster 1 reflects the most instructional needs a student requires for improvement , and Cluster 4 reflects the fewest necessary for improvement.

Each student who took the test will receive a cluster of comments that match their scores. Following are the comments that can be triggered by your student's written responses. The comments come directly from the state writing rubric (scoring guide) and the state standards. Two comments: "organizing their writing around a simple topic or central idea" and "working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding," are repeated in clusters 1 and 2 to show that developing writers need continued instruction in these areas.

Cluster 1

- organizing the writing around a simple topic or central idea
- writing in complete sentences with a variety of length and structure
- working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding
- doing more than restating the prompt

Cluster 2

- organizing the writing around a simple topic with an introduction, closing, and some transitions

- working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding
- supporting ideas with more specific details
- doing more than making generalities regarding the prompt

Cluster 3

- using effective and varied introduction and closing
- writing in a consistent style with precise vivid word choice
- writing with a clear logical progression of ideas using smooth transitions
- including relevant details that are fully elaborated

Cluster 4

- Congratulations on an excellent performance on at least one of the two writing prompts. The comments below are to encourage the student to strive for excellence by:
  - continuing to write using distinctive voice and style
  - showing an exceptional awareness of readers' needs

F. Performance Levels: Reading and Writing

Performance levels were developed during the fall of 1999. To determine performance level, cut scores were first determined.

Cut Point Development

During the fall of 1999, a group of 188 participants consisting of 83% teachers, 7% administrators, 9% parents, and 1% participants from organizations or from the community, met under the guidance of Harcourt Educational Measurement, to develop the "Meets the Standard" and "Exceeds the Standard" cut points. A subset of these participants developed the cut points for reading and writing. The methodology used by judges for setting the cut points is referred to as "Item Mapping" by some measurement companies, and "Bookmarking" by other companies. This procedure required several groups of judges to examine a book of DSTP items arranged from the easiest to the most difficult and inserting "bookmarks" at the items they felt most strongly defined where a cut should be placed. Each group of judges worked with a single test at a single grade. Once the judges' recommendations had been finalized, the Department of Education, with the technical assistance of Harcourt Educational Measurement, calculated the cut points for the "Below the Standard" and "Well Below the Standard" levels, and the cut point for the "Distinguished" performance level.

There are five performance levels in reading and writing that are consistent with Delaware's accountability law. The following describe each level:

Performance Level		Described as:
Level 5	Distinguished Performance	Exemplary performance
Level 4	Exceeds the Standard	Very Good
Level 3	Meets the Standard	Good
Level 2	Below the Standard	Needs Improvement
Level 1	Well Below the Standard	Needs Significant Improvement

Cut Points for Reading:

The cut points for the DSTP reading scale score are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	386	387	411	465	482
Grade 5	426	427	451	508	529
Grade 8	474	475	500	564	584
Grade 10	476	477	502	573	593

Each scale score indicates the lowest score on the DSTP a student could earn and still achieve the indicated level.

Beginning with the spring 2000 test, a student who scores below Level 3, "Meets the Standard" will be required to have an IIP that outlines the instructional needs of the student and what extra assistance will be provided to help the student meet those needs.

In the future, the Performance Level for reading and mathematics will be used to determine:

- whether or not the student is promoted to the next higher grade,
- whether or not the student will attend summer school,
- if the student will receive recognition and awards, or
- whether or not a high school student will be eligible for a State of Delaware academic or distinguished diploma.

Promotion at grades 3, 5, and 8 will be tied to performance levels on the reading and/or math portions of the DSTP. At grades 3 and 5, students who score at Level 1, "Well Below the Standard" on the reading portion of the DSTP, will be required to attend

mandatory summer school and re-take the reading portion of the DSTP in the summer. On the re-take of the DSTP, if a student scores at Level 3, "Meets the Standard", or above, he/she may be promoted to the next grade. However, if performance on the re-take is below Level 3, the individual will be retained, extra time assistance must be provided, and the student will participate in the next regular administration of the DSTP.

Students scoring on the spring 2001 administration in reading at grades 3 and 5 at Level 2, "Below the Standard", will participate in extra time programs as prescribed by an Individual Improvement Plan (IIP) but will not be retained a the current grade level. Rather, extra time assistance may be provided during summer and the following school year as appropriate. These students will be required to re-take the DSTP at the previous grade level and score at least at Level 3, "Meets the Standard". Students not scoring at Level 3 or above on the second re-take of the DSTP shall be retained at the current grade level.

Grade 8 students will be required to score at or above Level 3, "Meets the Standard", on both the reading **and** math portions of the DSTP. The consequences described above for grade 3 and 5 students will also apply to grade 8 students; however, failure to score at Level 3 in either content area, reading or math, or both, will result in consequences. Thus, grade 8 students may be participating in a single content re-take of the DSTP or they may be re-taking both portions of the DSTP.

Consequences for students at grades 10 and 11 are different. The DSTP at grades 10 and 11 will determine eligibility for a state diploma. Currently there are three types of diplomas earned in Delaware: standard, academic, and distinguished. Because diplomas are directly related to individual performance on the DSTP, multiple opportunities to re-take the DSTP in all content areas (reading, writing, mathematics, science and social studies) will be provided.

Cut Points for Writing:

The cut points for the DSTP writing raw score are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	4	5	7	11	13
Grade 5	5	6	8	11	13
Grade 8	5	6	8	11	13
Grade 10	5	6	8	11	13

Each raw score indicates the lowest score on the DSTP a student could earn and still achieve the indicated level.

SECTION III: Understanding the Mathematics Report

The Mathematics Individual Report has five sections of information on student performance:

A. Grade, testing date and SAT9/Level Form/ and year the SAT9 Norms were developed;

B. The mathematics scaled score for your **student** compared to other students at the same grade level in the school;
The average mathematics scaled score for the **school** (for students in the same grade as your student);
The average mathematics scaled score for the **district** (for students in the same grade as your student);
The average mathematics scaled score for the **State of Delaware** (for students in the same grade as your student);

C. Your student's SAT9 percentile rank for reading;

D. Your student's Instructional Needs in mathematics; and

E. Your student's Level of Performance in mathematics;

Each section of the Mathematics Individual Report is discussed below.

A. Grade, Testing Date, SAT9 Level/Form and SAT9 Norms

Like the English Language Arts Report, this part of the score report provides general information about the administration of the test:

- The grade level (03,05,08, or 10) of the student is reported next to **Grade.**
- The date your student took this test is then listed.

- Following the test date is the SAT9 **Level/Form**. The SAT9 is an acronym for the *Stanford Achievement Test-Ninth Edition*. The SAT9 is a standardized, nationally administered mathematics test. To create the national norms, the SAT9 mathematics test was administered to a representative sample of approximately 250,000 students nationwide, and their mathematics score results are referred to as 'norms.' The norms become a reference point against which to compare any individual student's performance. For the 2000 tests, the year the mathematics norms were developed is 1995.

B. Score Comparisons of Grade Tested: Mathematics

This section contains score comparisons of your student's mathematics score against all students at the **same grade** level in the school who took the test. For mathematics, your student's score is found on the line between the lowest scale score and the maximum scale score. Remember that your student is being compared with other students in the school at the same grade who took the test. You can also compare your student's performance to the performance of all same grade students in the district and in the state.

If you have students at different grade levels, you will see that different grade levels have different scale values. This difference is related to the highest and lowest score the students would normally be expected to achieve at each different grade level. For tenth grade students, the scale listed ranges from 300 to 800; for eighth grade students, the scale ranges from 250 to 750; for fifth grade students, it ranges from 175 to 700; and for third grade students, it ranges from 150 to 650. It is expected that older students will perform at a higher level than younger students.

The Individual Student's Score

In this section you can see how well your student is performing as compared to all the students at the **same grade** level in your student's school who took the test by locating the position of your student's score on the scale. Remember that your student is being compared with other students at the **same grade** level in this school who took the test. You can also compare your student's performance to the performance of all same grade students in the district and in the state.

The School's Score

Also, you can see how all the students in your school are performing in mathematics compared to all the **same grade** students in the district or the state who took the test by examining the position of the school's score on the scale.

The District's Score

Also, you can see how all the students in your school district are performing in mathematics compared to all the Delaware students who took the test at the same

grade level by examining the position of the district's score on the scale relative to the state's score.

The State of Delaware's Score

In addition, you can see how all the students who took the test in the State of Delaware are performing in mathematics by examining the position of the state's score on the scale. Remember that these scores reflect performance of all students at the **same grade** level as your student.

C. A Student's Percentile Rank For Mathematics

SAT9

The percentile rank for mathematics is obtained from the abbreviated form of the SAT9 that is embedded in the DSTP. The SAT9 is the timed portion of the DSTP and is included for several reasons:

- It allows comparisons of the mathematics performance of Delaware students on a nationally used standardized test, thus permitting the comparison of student performance on general mathematics proficiency to other students in the nation.
- A subset of the SAT9 items is directly related to the Delaware Mathematics Standards and is part of the DSTP score.
- The embedded SAT9 items permit the important and efficient psychometric process of equating and scaling the DSTP test from one administration of the test to subsequent administrations of the test.

Percentile Rank

A percentile rank is a way of looking at how well your student performed on the SAT9 mathematics test relative to all the same grade students in the national norms. Percentile rank gives you the additional information as to what percentage of **same grade** students in the national norms scored higher or lower than your student. For example, if your student had a mathematics percentile score of 98, it means that 98 percent of the students in the national norms scored **below** your student and only 2 percent scored **at or higher**. If your student had a Mathematics percentile of 45, it means that 45 percent of the students in the norms scored **below** your student and 55 percent scored **at or higher**. If your student had a percentile score of 20, it means that 20 percent of students in the norms scored **below** your student and that 80 percent scored **at or higher**.

In some cases a student might score higher or lower on the SAT9 mathematics test than on the DSTP mathematics test. It must be keep in mind that a student's SAT9 percentile rank score cannot be directly compared to the relative scale position of the DSTP mathematics test score. There are several reasons why these scores are non-comparable:

- The SAT9 mathematics test is not directly aligned with Delaware mathematics content standards. A portion of the SAT9 mathematics test is related to the mathematics content standards and is included in the DSTP score, whereas the DSTP mathematics test is **completely aligned** with the mathematics content standards.
- The SAT9 is entirely comprised of multiple choice items, whereas the DSTP is comprised of multiple choice, short answer, and extended response items. Writing short answers and extended responses require very different skills than selecting the answer on a multiple choice item. Because the items on the SAT9 and the DSTP mathematics test are very different in format (multiple choice vs. multiple choice, short answer, and extended response), they measure very different aspects of mathematics and their results cannot be directly compared.

The score for the DSTP mathematics test is based on a substantially larger number of test items than the score for the SAT9 mathematics test. This means that the DSTP mathematics test samples a larger portion of the student's mathematical skills as defined by the Mathematics content standards than does the SAT9.

D. Instructional Needs: Mathematics

This section of the report provides feedback that depends on what items your student answered correctly and incorrectly, and/or how the items are answered. Each student's report will likely differ from another student's report. For example, if the student answered incorrectly a series of mathematics items concerning measuring, a comment would be produced that reads: "In order to improve in number concepts, the student might benefit from additional practice in measuring." The classroom teacher can give you concrete suggestions on how you might help your student improve performance for each instructional needs comment that might be produced.

E. Performance Levels: Mathematics

Cut Point Development

During the fall of 1999, a group of 188 participants consisting of 83% teachers, 7% administrators, 9% parents, and 1% organization or community members, met under the guidance of Harcourt Brace Educational Measurement, to develop the "Meets the Standard" and "Exceeds the Standard" cut points. A subset of these participants developed the cut points for mathematics. The methodology used by judges for setting the cut points is referred to as "Item Mapping" by some measurement companies, and "Bookmarking" by other companies. This procedure required several groups of judges to examine a book of DSTP items arranged from the easiest to the most difficult and inserting "bookmarks" at the items they felt most strongly defined where a cut should be placed. Each group of judges worked with a single test at a single grade. Once the judges' recommendations had been finalized, the Department of Education, with the

technical assistance of Harcourt Educational Measurement, calculated the cut points for the "Below the Standard" and "Well Below the Standard" levels, and the cut point for the "Distinguished" performance level.

The five performance levels in Mathematics are consistent with Delaware's accountability law. The following describe each level:

Performance Level		Described as:
Level 5	Distinguished Performance	Exemplary performance
Level 4	Exceeds the Standard Performance	Very Good
Level 3	Meets the Standard Performance	Good
Level 2	Below the Standard Performance	Needs Improvement
Level 1	Well Below the Standard Performance	Needs Significant Improvement

Cut Points for Mathematics

The cut points for the DSTP Mathematics scale score are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	381	382	407	464	499
Grade 5	423	424	449	503	525
Grade 8	468	469	493	531	549
Grade 10	499	500	525	559	574

Each scale score indicates the lowest score on the DSTP a student could earn and still achieve the indicated level.

Beginning with the spring 2000 test, a student in grade 8 who scores below Level 3, "Meets the Standard" will be required to have an IIP that outlines the instructional needs of the student and the extra assistance that will be provided to help the student meet those needs.

In the future, the Performance Level for reading and mathematics will be used to determine:

- whether or not the student is promoted to the next higher grade,
- whether or not the student will attend summer school,
- if the student will receive recognition and awards, or
- whether or not a high school student will be eligible for a State of Delaware Academic or Distinguished diploma.

Promotion at grades 3, 5, and 8 will be tied to performance levels on the reading and/or math portions of the DSTP. At grades 3 and 5, students who score at Level 1, "Well Below the Standard" on the reading portion of the DSTP, are required to attend mandatory summer school and re-take the reading portion of the DSTP in the summer. On the re-take of the DSTP, if a student scores at Level 3, "Meets the Standard", or above, he/she may be promoted to the next grade. However, if performance on the re-take is below Level 3, the individual will be retained, extra time assistance must be provided, and the individual will participate in the next regular administration of the DSTP.

Students scoring on the spring administration in reading at grades 3 and 5 at Level 2, "Below the Standard", will participate in extra time programs as prescribed by an Individual Improvement Plan but will not be retained a the current grade level. Rather, extra time assistance may be provided during summer and the following school year as appropriate. These students are required to re-take the DSTP at the previous grade level and score at least at Level 3, "Meets the Standard." Students not scoring at Level 3 or above on the re-take of the DSTP shall be retained at the current grade level.

Grade 8 students must score at or above Level 3, "Meets the Standard", on both the reading **and** math portions of the DSTP. The consequences described above for grade 3 and 5 students also apply to grade 8 students; however, failure to score at Level 3 in either content area, reading or math, or both, will result in consequences. Thus, grade 8 students may be participating in a single content re-take of the DSTP or they may be re-taking both portions of the DSTP.

Consequences for students at grades 10 and 11 are different. The DSTP at grades 10 and 11 determines eligibility for a state diploma. Currently there are three types of diplomas earned in Delaware. Because diplomas are directly related to individual performance on the DSTP, multiple opportunities to re-take the DSTP in all content areas (reading, writing, mathematics, science and social studies) must be provided. It is anticipated tha the regular administration of the DSTP will be every spring, as in the past, and at least one additional administration will be added in late fall/early winter.

SECTION IV: Understanding the Science and Social Studies Report

The Science and Social Studies Individual Report has three sections of information on student performance:

A. Grade and testing date.

B. The science raw score and the social studies raw score for your **student** compared to other students at the same grade level in the school;
The average science raw score and the average social studies raw score for the **school** (for students in the same grade as your student);
The average science raw score and the average social studies raw score for the **district** (for students in the same grade as your student);
The average science raw score and the average social studies raw score for the **State of Delaware** (for students in the same grade as your student);

C. Your student's points earned and percent of points earned for each area within the science test: Inquiry, Physical science, Earth science, and Life science.
Your student's points earned and percent of points earned for each area within social studies: Civics, Economics, Geography, and History.

Each section of the Science and Social Studies Individual Report is discussed below.

A. Grade and Testing Date

Like the English Language Arts and Mathematics Report, this part of the score report provides general information about the administration of the test:

- The grade level (04,06,08, or 11) of the student is reported next to **Grade.**
- The date your student took this test is then listed.

Unlike the reading and mathematics score report, there are no national standardized tests in science and social studies that match the Delaware Content Standards, thus no national norms are available. Performance levels are not yet available for science and social studies.

B. Score Comparisons of Grade Tested: Science and Social Studies

This section contains score comparisons of your student's science and social studies scores against all students who took the tests at the **same grade** level in your student's school. The scale on the left is the science score. Remember that your student is being compared with other students in the school at the same grade who took the science test. You can also compare your student's performance to the performance of all same grade students in the district and in the state. The scale on the right is the social studies score and is structured similarly.

The Individual Student's Score

In this section you can see how well your student is performing in science and social studies by locating the position of your student's score on the scale. Your student's score is the score on the line between the lowest raw score (0) and the maximum raw score (68). Remember that your student is being compared with other students at the **same grade** level in this school who took the test. You can also compare your student's performance to the performance of all same grade students in the district and in the state.

The School's Score

Also, you can see how all the students in your school are performing in science and in social studies compared to all the **same grade** students in the district or state by examining the position of the school's score on the scale. Remember that these scores reflect performance of students in the **same grade** as your student.

The District's Score

Also, you can see how all the students at your student's same grade level in your school district are performing in science and in social studies compared to all the same grade level Delaware students who took the test by examining the position of the district's score on the scale.

The State of Delaware's Score

In addition, you can see how all the students who took the science and social studies tests in the State of Delaware are performing by examining the position of the state's score on the scale. Remember that these scores reflect performance of all students at the **same grade** level as your student.

C. Instructional Needs

Science

This section provides feedback that reflects the number of items your student answered correctly in each of the following areas of science: inquiry, physical science, earth science, and life science. Listed in the left hand column is the number of points out of a total, and in the right hand column is the percent of total points your student scored in each area. The classroom teacher can give you concrete suggestions on how you might help your student improve performance in any area in which your student may have scored low.

Social Studies

This section of the report provides feedback that depends on the number of items your student answered correctly in each of the following areas of social studies: civics, economics, geography, and history. Listed in the left hand column is the number of points out of a total, and in the right hand column is the percent of total points your student scored in each area. The classroom teacher can give you concrete suggestions on how you might help your student improve performance in any area in which your student may have scored low.

Section V: Suggestions on How to Help Students Do Better In School

Numerous research studies show that:

- When parents are involved, students achieve more, produce higher test scores, have better attendance records and complete homework more consistently.
- The greater the parental involvement, the greater the student achievement.
- When parents are involved, students exhibit more positive attitudes and behavior in school.
- Students whose parents are involved have higher graduation rates and higher post-secondary education enrollment rates.

In this section, several ways will be presented on how you can help a student do better in school. Many of the suggestions are taken from a newly published guide from the Delaware PTA titled: *PTA Parent/Family Resource Guide*. This document can be found in your local school, local library, community center, or the Delaware PTA web site: www.delawarepta.org. Copies can be made for your own use.

Helping the student at home

Learning style

Get to know your student's learning style. People learn in different ways. For example, one student may learn best by watching closely before attempting a task. Another student may feel she needs to touch everything before she understands it. Yet another may ask for constant explanations, such as "What's that thing do?" Learning one way is not better than learning another way. If you are not sure of your student's learning style, ask the teacher. Recognize and reinforce the preferred learning style and make learning more natural for your student.

General help suggestions

There are many things you as a parent can do to ensure a student's success in school. For example:

- Send the student to school every day, well rested and fed, with a positive comment about him/her.
- Tell the student how proud you are of their accomplishments, even small ones, and do this often.
- Take an active interest in the student's schooling, and indicate how much you care about learning.
- Show pride in work that is shared with you by your student. For younger students, display it in special places in your home.
- Use a wall, the refrigerator door, or a bulletin board to display school work.
- Work together on daily household tasks to help make the connection between things learned in school and their application in daily life;
- Provide a variety of interesting reading materials in your home. These can include age-appropriate books, magazines, the local newspaper, and books on computer disks.

Homework suggestions

- Find out if your school has a homework policy. If it does, make sure that you understand the policy and your student's responsibilities connected to it. Expect homework every night, especially in the upper grades.
- Provide an area in your home where school materials can be kept secure. If possible, provide an area for doing school work that has a minimum of interruptions.
- Establish regular blocks of time when you expect school work to be done.
- Follow-up with, and monitor homework. Be consistent in your expectations.
- As appropriate and as much as possible, work together on school-related projects.

Communication with the teacher and school

- Communicate with the teacher and other school personnel regularly. For example, call, write notes, or if possible, stop in at school on the way to work or on a lunch break.
- Never miss a parent-teacher conference. Use the opportunity to share relevant information with a teacher.
- Ask the teacher for ways you can work at home to reinforce what the teacher has taught in class.

Specific help suggestions

There are many specific things you as a parent can do to ensure student success in school. Below are several suggestions.

- Turn off the television for a set period each day. Together agree on the time and stick to the schedule set. During this time encourage creative activities, reading or homework activities.
- Together visit the local library and obtain a library card. Encourage reading for fun.
- When tests and reports come home, take the emphasis off the grades and focus instead on the information and skills learned. Ask simple questions to provide the student an opportunity to show what has been learned. Increase the student's knowledge by sharing anything you know about the topic, or by looking it up in an encyclopedia.
- Ask younger children to read portions of a textbook to you while you fix dinner, sort laundry, or drive the car. When they finish the section, discuss any questions the book presents in order to expand their comprehension of the ideas in the text.
- When you ask "What happened in school today?", and get the answer, "Nothin' much," it is time to start a sentence that each person in the family must complete in turn. For example, "The most surprising thing I learned today was..." Everyone in the family takes a turn sharing their experiences.

Parent-Teacher Conferences

A parent-teacher conference is a conversation between a parent and the student's teacher. There is no need for tension, butterflies, and/or frustration. Although a certain amount of nervousness is natural, it may help to remember that teachers can be nervous when talking with parents too. Keep in mind that many teachers are parents, and have experienced your feelings.

If parents and teachers already know each other from previous contacts, the conference becomes much easier and goes much more smoothly. Therefore, it is a good idea to create a relationship with the teacher as early as possible. This shows teachers you care about the educational process. A simple phone call to the teacher introducing

yourself and explaining that you would like the teacher to contact you regarding any issues or concerns she/he may develop during the school year is a good start. Remember that teachers can't leave class to take your call, so you will need to inquire about a good time to contact them.

Appendix A: Sample Reports

Following are **samples** of the various reports from the 2000 administration of the DSTP (Note that these sample reports are **NOT REAL reports**, they are mockups produced by Harcourt Educational Measurement). The reports included are:

1. English Language Arts Individual Report (reading and writing)
2. Mathematics Individual Report
3. Science and Social Studies Individual Report
4. English Language Arts School Summary Report (reading and writing)
5. Mathematics School Summary Report
6. English Language Arts District Summary Report (reading and writing)
7. Mathematics District Summary Report
8. English Language Arts Summary Report for the State of Delaware (reading and writing)
9. Mathematics Summary Report for the State of Delaware

2000 DELAWARE STUDENT TESTING PROGRAM
English Language Arts Individual Report for

Student ID#:

SCHOOL:
DISTRICT:

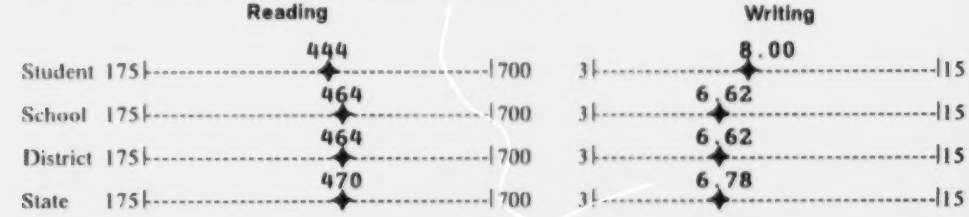
GRADE: 05
TEST DATE: 04/03/00
SAT9 LEVEL/FORM: 12/T
SAT9 NORMS: 1995 ES

PERFORMANCE LEVELS

This test is designed to measure your child's progress in terms of the Delaware Content Standards. The Reading and Writing performance of this student falls into one of the five levels.

Performance Levels are:	Reading Level and score	Writing Level and score
Distinguished		
Exceeds the standard		
Meets the standard		✓ 8.00
Below the standard	✓ 444	
Well below the standard		

SCORE COMPARISONS OF GRADE TESTED



Certain items on the Reading part of the test were administered to a national sample of students. The percentile below represents how your child performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

To achieve a higher level in READING, your child should work on:

- *providing enough details from the text to answer open-ended questions.*
- *reading more carefully to retell or restate information from the text.*
- *understanding the central ideas in a text.*
- *using information to make interpretations.*
- *drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.*
- *using text to formulate, express, and support opinions.*

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To achieve a higher level in WRITING, your child should work on:

- *organizing the writing around a single topic with an introduction, closing, and some transitions.*
- *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding.*
- *supporting the ideas with more specific details.*
- *doing more than making generalities regarding the prompt.*

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Please see your child's teacher for more information.

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2000 DELAWARE STUDENT TESTING PROGRAM
Mathematics Individual Report for

Student ID#:

SCHOOL:
DISTRICT:

GRADE: 05
TEST DATE: 04/03/00
SAT9 LEVEL/FORM: 12/T
SAT9 NORMS: 1995 ES

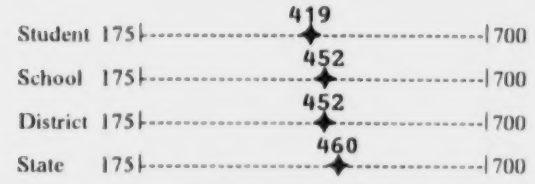
PERFORMANCE LEVELS

This test is designed to measure your child's progress in terms of the Delaware Content Standards. The Mathematics performance of this student falls into one of the five levels.

Performance Levels are:	Mathematics Level and score
Distinguished	
Exceeds the standard	
Meets the standard	
Below the standard	
Well Below the standard	✓ 419

SCORE COMPARISONS OF GRADE TESTED

Mathematics



Certain items on the Mathematics part of the test were administered to a national sample of students. The percentile below represents how your child performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

To achieve a higher level in MATHEMATICS, your child should work on:

Number Concepts
- *using computation or estimation strategies with understanding.*
- *using the concept of relative size of numbers.*
- *modeling fractions and decimals with situations and pictures.*
- *using estimation skills to approximate an answer.*

Patterns, Algebra, and Functions
- *using algebraic reasoning.*
- *recognizing and extending a variety of patterns.*

Geometry
- *recognizing and transforming geometric figures.*
- *analyzing properties of simple geometric figures.*

Probability and Statistics
- *determining the likelihood of simple events.*
- *calculating and using the mean (average) of a set of values in a meaningful context.*

Reasoning and Communication
- *using mathematical reasoning to solve multi-step problems.*
- *communicating mathematical arguments.*

COPY 01

Please see your child's teacher for more information.

Process No.: 10060226-1651308-2001-03597-1
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2000 DELAWARE STUDENT TESTING PROGRAM

Science & Social Studies Individual Report for

JOHN DOE
Student ID#: 000000

SCHOOL: SPRINGFIELD MIDDLE - 000
DISTRICT: SPRINGFIELD - 00

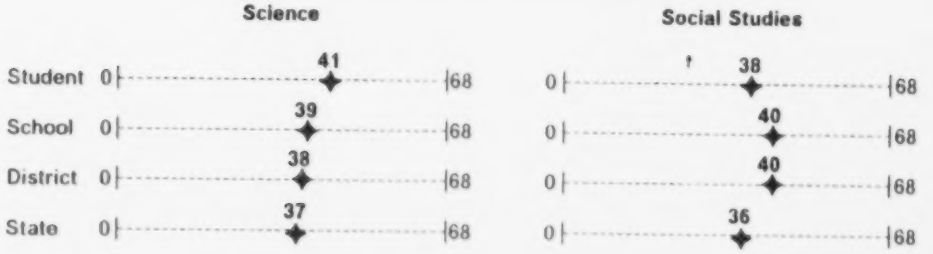
GRADE: 08
TEST DATE: 05/09/00

PERFORMANCE LEVELS

This test is designed to measure your child's progress in terms of the Delaware Content Standards. The Science and Social Studies performance of this student falls into one of five levels.

Performance Levels are:	Science level and score	Social Studies level and score
Distinguished		
Exceeds the standard	**NOT YET AVAILABLE**	
Meets the standard		
Below the standard		
Well Below the standard		

COMPARISONS OF TOTAL POINTS EARNED



CONTENT AREAS

SCIENCE

	Points Earned	Percent of Total Points
Inquiry	5 out of 11 points	45
Physical Science	11 out of 19 points	58
Earth Science	9 out of 16 points	56
Life Science	16 out of 22 points	73

SOCIAL STUDIES

	Points Earned	Percent of Total Points
Civics	8 out of 17 points	47
Economics	10 out of 17 points	59
Geography	11 out of 17 points	65
History	9 out of 17 points	53

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Please see your child's teacher for more information.

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2000 DELAWARE STUDENT TESTING PROGRAM
English Language Arts Summary Report for

School Code:

DISTRICT:

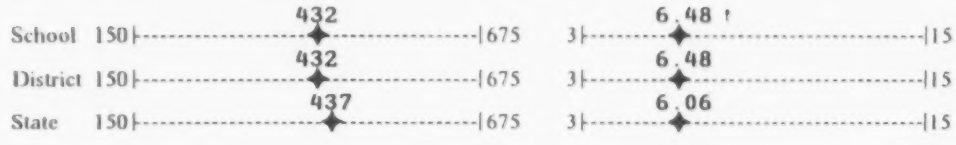
GRADE: 03
TEST DATE: 04/03/00
SAT9 LEVEL/FORM: P3/T
SAT9 NORMS: 1995 ES

PERFORMANCE LEVELS

This test is designed to measure students' progress in terms of the Delaware Content Standards. The number and percent of students in this grade at each of the five Performance Levels for this group is reported below.

Performance Levels are:	Reading Level N	Reading Level %	Writing Level N	Writing Level %
Distinguished	13	10	0	0
Exceeds the standard	12	9	2	2
Meets the standard	72	53	55	43
Below the standard	28	21	64	50
Well Below the standard	11	8	7	5

SCORE COMPARISONS OF GRADE TESTED



Certain items on the Reading part of the test were administered to a national sample of students. The percentile below represents how the typical student in the group performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

READING:

N	%	
131	96	▪ *providing enough details from the text to answer open-ended questions*
89	65	▪ *reading more carefully to retell or restate information from the text*
87	64	▪ *using strategies to understand the text*
77	57	▪ *understanding the central ideas in a text*
96	71	▪ *drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts*
123	90	▪ *making, supporting, and extending inferences about contents, events, characters, setting, theme, and style*
0	0	▪ *continuing use of good reading strategies. Congratulations!*

WRITING:

N	%	
71	55	▪ *organizing the writing around a single topic or central idea* ▪ *writing in complete sentences with a variety of length and structure* ▪ *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding* ▪ *doing more than restating the prompt*
51	40	▪ *organizing the writing around a single topic with an introduction, closing, and some transitions* ▪ *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding* ▪ *supporting the ideas with more specific details* ▪ *doing more than making generalities regarding the prompt*
6	5	▪ *using an effective introduction and closing* ▪ *writing in a consistent style with precise, vivid word choice* ▪ *writing with a clear, logical progression of ideas using smooth transitions* ▪ *including relevant details that are fully elaborated*
0	0	*Congratulations on an excellent performance on at least one of the two writing prompts. The comments below are to encourage the student to strive for excellence by* ▪ *continuing to write using distinctive voice and style* ▪ *showing an exceptional awareness of readers' needs*

COPY 01

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Process No.: 10060226-1651308-2001-02324-1

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2000 DELAWARE STUDENT TESTING PROGRAM
Mathematics Summary Report for

School Code:

DISTRICT: WOODBRIDGE - 35

GRADE: 03
TEST DATE: 04/03/00
SAT9 LEVEL/FORM: P3/T
SAT9 NORMS: 1995 ES

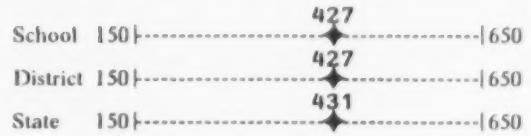
PERFORMANCE LEVELS

This test is designed to measure students' progress in terms of the Delaware Content Standards. The number and percent of students in this grade at each of the five Performance Levels for this group is reported below.

Performance Levels are:	Mathematics Level N	%
Distinguished	5	4
Exceeds the standard	17	13
Meets the standard	76	56
Below the standard	26	19
Well Below the standard	12	9

SCORE COMPARISONS OF GRADE TESTED

Mathematics



Certain items on the Mathematics part of the test were administered to a national sample of students. The percentile below represents how the typical student in the group performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

MATHEMATICS:

N	%		
			Number Concepts
75	55	▪	*measuring*
65	48	▪	*using computation strategies with understanding*
48	35	▪	*using estimation skills to approximate an answer*
20	15	▪	*using the concept of place value*
25	18	▪	*using fractions to represent part of a whole*
			Patterns, Algebra, and Functions
12	9	▪	*using basic number properties such as even/odd, reversibility of multiplication, etc*
55	40	▪	*recognizing and extending a variety of patterns*
			Geometry
22	16	▪	*recognizing and transforming geometric figures*
54	40	▪	*analyzing properties of simple geometric figures*

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N	%		
			Probability and Statistics
44	32	▪	*constructing, reading, and interpreting simple graphs*
4	3	▪	*determining the likelihood of simple events*
			Reasoning and Communication
43	32	▪	*using mathematical reasoning to solve multi-step problems*
53	39	▪	*communicating mathematical arguments*

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COPY 01

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2000 DELAWARE STUDENT TESTING PROGRAM
English Language Arts Summary Report for

District Code:

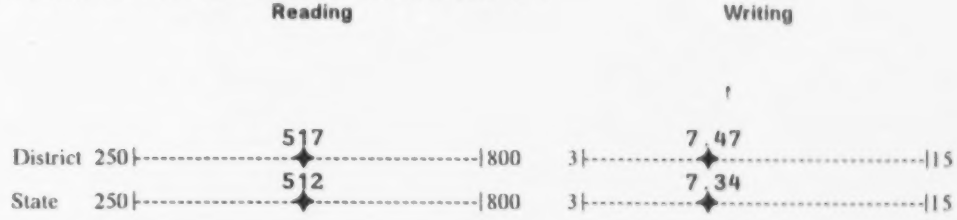
GRADE: 10
TEST DATE: 04/03/00
SAT9 LEVEL/FORM: T2/T
SAT9 NORMS: 1995 FS

PERFORMANCE LEVELS

This test is designed to measure students' progress in terms of the Delaware Content Standards. The number and percent of students in this grade at each of the five Performance Levels for this group is reported below.

Performance Levels are:	Reading Level N	Reading Level %	Writing Level N	Writing Level %
Distinguished	1	0	0	0
Exceeds the standard	5	2	1	0
Meets the standard	169	67	132	54
Below the standard	52	21	94	38
Well Below the standard	24	10	18	7

SCORE COMPARISONS OF GRADE TESTED



Certain items on the Reading part of the test were administered to a national sample of students. The percentile below represents how the typical student in the group performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

READING:

N	%	
218	87	▪ *providing enough details from the text to answer open-ended questions*
57	23	▪ *reading more carefully to retell or restate information from the text*
108	43	▪ *using strategies to understand the text*
118	47	▪ *understanding the central ideas in a text*
156	62	▪ *using information to make interpretations*
94	37	▪ *drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts*
208	83	▪ *understanding the effects of author's techniques and decisions*
208	83	▪ *using text to formulate, express, and support opinions*
88	35	▪ *making, supporting, and extending inferences about contents, events, characters, setting, theme, and style*
2	1	▪ *continuing use of good reading strategies. Congratulations!*

WRITING:

N	%	
60	24	▪ *organizing the writing around a single topic or central idea* ▪ *writing in complete sentences with a variety of length and structure* ▪ *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding* ▪ *doing more than restating the prompt*
167	68	▪ *organizing the writing around a single topic with an introduction, closing, and some transitions* ▪ *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding* ▪ *supporting the ideas with more specific details* ▪ *doing more than making generalities regarding the prompt*
18	7	▪ *using an effective introduction and closing* ▪ *writing in a consistent style with precise, vivid word choice* ▪ *writing with a clear, logical progression of ideas using smooth transitions* ▪ *including relevant details that are fully elaborated*
0	0	*Congratulations on an excellent performance on at least one of the two writing prompts. The comments below are to encourage the student to strive for excellence by* ▪ *continuing to write using distinctive voice and style* ▪ *showing an exceptional awareness of readers' needs*

COPY 02

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Process No.: 10060220-1651308-2001-00003-2

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2000 DELAWARE STUDENT TESTING PROGRAM
Mathematics Summary Report for

District Code:

GRADE: 10
TEST DATE: 04/03/00
SAT9 LEVEL/FORM: T2/T
SAT9 NORMS: 1995 ES

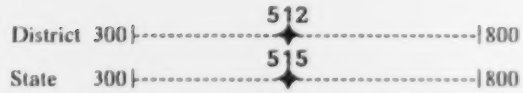
PERFORMANCE LEVELS

This test is designed to measure students' progress in terms of the Delaware Content Standards. The number and percent of students in this grade at each of the five Performance Levels for this group is reported below.

Performance Levels are:	Mathematics Level N	%
Distinguished	8	3
Exceeds the standard	9	4
Meets the standard	66	26
Below the standard	76	30
Well Below the standard	91	36

SCORE COMPARISONS OF GRADE TESTED

Mathematics



Certain items on the Mathematics part of the test were administered to a national sample of students. The percentile below represents how the typical student in the group performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

MATHEMATICS:

N	%	
		Number Concepts
128	51	▪ *using mathematical operations, including those involving exponents, roots, and matrices with understanding*
207	83	▪ *finding the area of regions or volumes of space shapes*
		Patterns, Algebra, and Functions
184	74	▪ *using algebra to describe and analyze situations*
179	72	▪ *constructing and interpreting graphs*
156	62	▪ *solving equations and inequalities*
		Geometry
235	94	▪ *analyzing and applying properties of geometric figures*
123	49	▪ *coordinate geometry*
155	62	▪ *applying right triangle relationships*

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N	%	
		Probability and Statistics
168	67	▪ *determining the probability of events*
162	65	▪ *analyzing data and graphs*
		Reasoning and Communication
221	88	▪ *using mathematical reasoning to solve multi-step problems*
200	80	▪ *communicating mathematical arguments*

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Process No.: 10060220-1651308-2001-00004-2

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2000 DELAWARE STUDENT TESTING PROGRAM
English Language Arts Summary Report for
DELAWARE

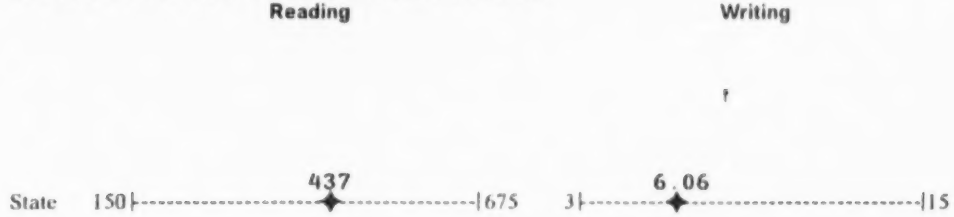
GRADE: 03
TEST DATE: 04/03/00
SAT9 LEVEL/FORM: P3/T
SAT9 NORMS: 1995 ES

PERFORMANCE LEVELS

This test is designed to measure students' progress in terms of the Delaware Content Standards. The number and percent of students in this grade at each of the five Performance Levels for this group is reported below.

Performance Levels are:	Reading Level N	Reading Level %	Writing Level N	Writing Level %
Distinguished	976	12	5	0
Exceeds the standard	936	12	43	1
Meets the standard	4,148	53	2,723	36
Below the standard	1,014	13	3,674	49
Well Below the standard	817	10	1,073	14

SCORE COMPARISONS OF GRADE TESTED



Certain items on the Reading part of the test were administered to a national sample of students. The percentile below represents how the typical student in the group performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

READING:

N	%	
7715	98	▪ *providing enough details from the text to answer open-ended questions*
4450	56	▪ *reading more carefully to retell or restate information from the text*
4931	62	▪ *using strategies to understand the text*
3751	48	▪ *understanding the central ideas in a text*
4806	61	▪ *drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts*
6740	85	▪ *making, supporting, and extending inferences about contents, events, characters, setting, theme, and style*
0	0	▪ *continuing use of good reading strategies. Congratulations!*

WRITING:

N	%	
4747	63	▪ *organizing the writing around a single topic or central idea* ▪ *writing in complete sentences with a variety of length and structure* ▪ *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding* ▪ *doing more than restating the prompt*
2607	35	▪ *organizing the writing around a single topic with an introduction, closing, and some transitions* ▪ *working to avoid errors in conventions of English usage, grammar, spelling, and punctuation that interfere with understanding* ▪ *supporting the ideas with more specific details* ▪ *doing more than making generalities regarding the prompt*
159	2	▪ *using an effective introduction and closing* ▪ *writing in a consistent style with precise, vivid word choice* ▪ *writing with a clear, logical progression of ideas using smooth transitions* ▪ *including relevant details that are fully elaborated*
5	0	*Congratulations on an excellent performance on at least one of the two writing prompts. The comments below are to encourage the student to strive for excellence by* ▪ *continuing to write using distinctive voice and style* ▪ *showing an exceptional awareness of readers' needs*

COPY 03

Process No.: 12345678-1631055-PILT-00013-3

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2000 DELAWARE STUDENT TESTING PROGRAM
Mathematics Summary Report for
DELAWARE

GRADE: 03
TEST DATE: 04/03/00
SAT9 LEVEL/FORM: P3/T
SAT9 NORMS: 1995 ES

PERFORMANCE LEVELS

This test is designed to measure students' progress in terms of the Delaware Content Standards. The number and percent of students in this grade at each of the five Performance Levels for this group is reported below.

Performance Levels are:	Mathematics Level N	%
Distinguished	428	5
Exceeds the standard	1,213	15
Meets the standard	4,182	52
Below the standard	1,328	17
Well Below the standard	825	10

SCORE COMPARISONS OF GRADE TESTED

Mathematics

Certain items on the Mathematics part of the test were administered to a national sample of students. The percentile below represents how the typical student in the group performed on those items compared to other students in the same grade throughout the country.

INSTRUCTIONAL NEEDS

MATHEMATICS:

N	%	
		Number Concepts
3988	51	• *measuring*
3139	40	• *using computation strategies with understanding*
2911	37	• *using estimation skills to approximate an answer*
1258	16	• *using the concept of place value*
1533	19	• *using fractions to represent part of a whole*
		Patterns, Algebra, and Functions
1019	13	• *using basic number properties such as even/odd, reversibility of multiplication, etc*
2171	27	• *recognizing and extending a variety of patterns*
		Geometry
1105	14	• *recognizing and transforming geometric figures*
3006	38	• *analyzing properties of simple geometric figures*

50

N	%	
		Probability and Statistics
2168	27	• *constructing, reading, and interpreting simple graphs*
589	7	• *determining the likelihood of simple events*
		Reasoning and Communication
2272	29	• *using mathematical reasoning to solve multi-step problems*
3222	41	• *communicating mathematical arguments*

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